Advanced – Performance Level 4 (Score range: 724 to 990)
Students demonstrate command of complex vocabulary; infer character's attitudes and motivations; evaluate information and draw conclusions; sequence complex events and details' paraphrase text; make comparisons identify main idea from sophisticated text and find supporting details; genres of text; draw conclusions and support with details from text; determine cause and effect in poetry; identify and apply descriptive language; state author's purposes; synthesize and analyz3e complex text; generate multiple solutions to problems, collect/organize data to form or defend and opinion.

Proficient – Performance Level 3 (Score range: 632 to 723)
Students sequence events; make inferences; identify important ideas, explain relationships between characters; identify meaning of more complex words; compare information from two texts; recognize correct word meaning; summarize short texts; interpret figurative language; infer author's purpose; draw conclusions; interpret characters' motives; use graphic organizers to collect and organize data; determine character traits; interpret themes; infer setting; identify descriptive language.

Partially Proficient – Performance Level 2 (Score range: 578 to 631)
Students use context clues to make inferences; define vocabulary; recall details from passages; demonstrate literal comprehension; identify main ideas; sequence stated events; identify literal or figurative language; located details in a narrative text; determine cause and effect.

Unsatisfactory – Performance Level 1 (Score range: 330 to 577)
Students are beginning to make partial predictions; locate limited information from graphs and charts; and identify some story elements.

Advanced	Proficient	Partially Proficient	Unsatisfactory
Standard 1 Eighth-grade students are advanced when they use multiple strategies to read a variety of selections and demonstrate insight into text by • discriminating between plausible definitions, using isolated vocabulary • inferring characters' attitudes, using complex vocabulary • evaluating information and drawing conclusions • completing a sequence of closely related and/or complex events and details • paraphrasing short text • making comparisons and locating supporting details • identifying details and discriminating among plausible answers • explaining relationships between characters and supporting with details from text • identifying genres of text • identifying main idea in sophisticated text • using details from multiple sources to make comparisons • drawing conclusions and supporting with details from multiple texts	**Standard 1** Eighth-grade students are proficient when they use multiple strategies to read a variety of selections and demonstrate comprehension in a variety of texts (e.g., nonfiction, poetry, and fiction) by • sequencing events • demonstrating literal comprehension • making inferences by using key vocabulary • identifying main ideas • determining significant details to draw conclusions from short passages • identifying pertinent details • explaining relationships between characters • identifying vocabulary in isolation and demonstrating knowledge of more complex words • comparing information from two texts • defining synonyms in isolation • summarizing short texts • identifying descriptive language	**Standard 1** Eighth-grade students are partially proficient when they use limited strategies to demonstrate comprehension of reading materials by • using context clues to make inferences • using context clues to define vocabulary in short excerpts from passages • recalling details from long passage • identifying main ideas • demonstrating literal comprehension	**Standard 1** No evidence for this performance level at this standard.

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Advanced	Proficient	Partially Proficient	Unsatisfactory
Standard 4 Eighth-grade students are advanced when they respond to a specific text by • analyzing complex poetry to determine cause and effect • identifying multiple examples of descriptive language in narrative text • inferring characters' attitudes based on actions • stating author's purpose and supporting with details • interpreting complex vocabulary to draw conclusions about characters • identifying author's secondary purposes • applying thinking skills of synthesis and analysis to complex texts • generating multiple solutions consistent with the tone of a text • applying multiple examples of descriptive language to support a generalization	**Standard 4** Eighth-grade students are proficient when they respond to a specific text (e.g., poetry, nonfiction, and fiction) by • inferring author's feelings • distinguishing fact from opinion • making predictions based on inference • determining author's purposes • identifying examples of descriptive language to support generalization • drawing conclusions from details • interpreting characters' motives	**Standard 4** Eighth-grade students are partially proficient when they respond to a specific text by • making valid predictions • understanding and applying tone in a simple text	**Standard 4** Eighth-grade students are unsatisfactory when they demonstrate minimal or general comprehension of a text by making predictions.

Advanced	Proficient	Partially Proficient	Unsatisfactory
Standard 5 Eighth-grade students are advanced when they demonstrate skills in finding and using information from a variety of complex sources by • collecting and organizing data to form and defend an opinion • identifying purpose and analyzing text features • sequencing events and adding significant details to a sequence • analyzing expository text structure	**Standard 5** Eighth-grade students are proficient when they demonstrate the accurate use of information from a variety of reference sources by • using graphic organizers to collect and organize data • using multiple definitions of common words • determining main ideas from supporting details • applying knowledge of text structure • determining significance of events	**Standard 5** Eighth-grade students are partially proficient when they begin to demonstrate accurate identification and uses of information presented in a text by • locating information in a given source • sequencing stated events or identifying significant events • determining cause and effect	**Standard 5** Eighth-grade students are unsatisfactory when they demonstrate minimal understanding of reference materials by using them in a basic way.

Advanced	Proficient	Partially Proficient	Unsatisfactory
Standard 6 Eighth-grade students are advanced when they demonstrate the ability to read and respond to literature by • determining character traits with multiple examples from narrative text • inferring character motivation • identifying and applying knowledge of literary techniques to understand text • making inferences about characters in historical fiction	**Standard 6** Eighth-grade students are proficient when they demonstrate the ability to read and respond to literature by • interpreting idioms • determining character traits and supporting with details from text • identifying cause and effect based on literal comprehension • interpreting figurative language, such as metaphors and personification • interpreting themes • inferring setting from language use	**Standard 6** Eighth-grade students are partially proficient when they demonstrate the ability to read and respond to literature by • identifying either literal or figurative language • locating details in narrative text	**Standard 6** No evidence for this performance level at this standard.